



MARLBORO COUNTY HIGH

951 Fayetteville Avenue
Bennettsville, South

Grades	9-12 High School	
Enrollment	1,248 Students	
Principal	Kenneth Lance Bowen	843-479-5900
Superintendent	Dr. Helena Tillar	843-479-4016
Board Chair	Lucy Parsons	843-230-8825

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	Average	Good
2007	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
5	3	18	8	8

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	58.9%	60.7%	65.2%	61.8%	63.1%	64.4%
Passed 1 subtest (%)	19.6%	17.9%	16.0%	18.9%	18.7%	19.2%
Passed no subtests (%)	21.5%	21.4%	18.8%	19.3%	20.2%	16.3%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	79.5%	83.8%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	415	369	152	158
Number of Graduates in Cohort	269	227	100	110
Rate	64.8%	61.5%	66.7%	69.8%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	415	N/A	163
Number of Graduates in Cohort	N/A	277	N/A	113
Rate	N/A	66.7%	N/A	68.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	64.2%	63.9%
English 1	41.1%	50.1%
Biology 1/Applied Biology 2	39.8%	47.6%
Physical Science	33.8%	43.0%
US History and the Constitution	29.0%	30.1%
All Tests	41.5%	46.0%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,248)				
Retention rate	5.9%	Down from 7.5%	4.4%	3.4%
Attendance rate	96.3%	Up from 93.6%	95.0%	95.0%
Served by gifted and talented program	7.5%	Down from 14.3%	6.8%	12.4%
With disabilities other than speech	12.5%	Down from 13.2%	12.2%	9.9%
Older than usual for grade	9.8%	Down from 13.8%	10.0%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 7.4%	1.1%	0.9%
Enrolled in AP/IB programs	3.8%	Up from 2.6%	5.7%	13.0%
Successful on AP/IB exams	14.5%	Down from 50.0%	16.8%	51.7%
Eligible for LIFE Scholarship	27.1%	Up from 26.8%	27.5%	30.1%
Annual dropout rate	1.8%	Down from 3.9%	2.2%	2.5%
Career/technology students in co-curricular organizations	10.2%	Up from 7.6%	4.7%	2.9%
Enrollment in career/technology courses	873	Up from 870	254	419
Students participating in work-based experiences	36.6%	Up from 31.4%	0.0%	7.2%
Career/technology students attaining technical skills	72.4%	Down from 75.7%	77.9%	83.0%
Career/technology completers placed	99.6%	No Change	96.9%	98.4%
Teachers (n=72)				
Teachers with advanced degrees	55.6%	Up from 50.0%	59.3%	61.1%
Continuing contract teachers	80.6%	Up from 69.2%	70.4%	80.6%
Teachers returning from previous year	79.1%	Up from 75.6%	81.0%	86.5%
Teacher attendance rate	96.8%	Up from 96.6%	95.4%	95.5%
Average teacher salary*	\$41,700	Down 1.6%	\$44,669	\$46,884
Professional development days/teacher	7.1 days	Up from 6.0 days	9.9 days	10.0 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	27.7 to 1	Up from 27.5 to 1	22.6 to 1	26.5 to 1
Prime instructional time	92.3%	Up from 90.0%	89.1%	89.3%
Dollars spent per pupil**	\$6,084	Down 6.6%	\$9,740	\$7,804
Percent of expenditures for teacher salaries**	51.5%	Down from 52.7%	56.2%	58.0%
Percent of expenditures for instruction**	52.6%	Down from 55.0%	59.2%	60.6%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	79.3%	Down from 87.3%	96.8%	97.3%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	297	79.5%	1375	41.5%	415	64.8%	No
Gender							
Male	149	73.8%	716	41.1%	207	56.0%	N/A
Female	148	85.1%	636	42.8%	208	73.6%	N/A
Racial/Ethnic Group							
White	86	84.9%	366	57.7%	130	60.8%	N/A
African American	197	77.7%	894	35.7%	264	67.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	15	66.7%	N/A	N/A	N/A
American Indian/Alaskan	13	69.2%	77	33.8%	14	28.6%	N/A
Disability Status							
Disabled	47	34.0%	152	13.8%	45	42.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	250	77.2%	1065	38.1%	340	64.4%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Marlboro County High School continued to strive for excellence in the 2010–2011 school year with the theme "We are Making A Difference" and the transition to a traditional 7-period day schedule. We saw a continuation of concerted efforts in the correlation between programs such as HSTW, STEM, Project Lead the Way, and Robotics along with Academic and Service Learning projects. The high school's involvement with two 21st Century Community Learning Center grants is a testimony to the advancement of these programs and the establishment of positive working relationships with the middle schools and the community. Academic excellence was evident with the percentage of students passing AP Tests increasing to 50% which was very close to state and national rates. EOC scores increased in Algebra I, Physical Science, and U.S. History. SAT and ACT scores also saw significant increases largely due to the initiative of Mr. Kenneth L. Bowen in obtaining qualification for MCHS teachers to instruct classes for North Eastern Technical College on the MCHS campus and increasing the number of AP and rigorous course offerings, thus establishing a new post secondary school climate. Mr. Bowen's initiative is now providing the opportunity for both juniors and seniors, upon graduation, to also earn 12+ college credits. The on campus dual enrollment initiative is ground breaking and sets an example for all high schools in South Carolina to emulate. Excellence in Character Education was evident with MCHS winning a prominent national award for the BRIDGE Program (Bringing Rigorous Instruction, Determination, & Guidance to Everyone); this program was another initiative of Principal Bowen that has helped improve the achievement of at-risk students and earned the school The 2011 National Promising Practice Character Education Award. The MCHS Bulldog Student Relay for Life Team received the award for obtaining the largest number of youth supporters on a team in the county and for placing fourth in the county for raising more than \$7,000. Our JROTC Department earned the status of Honor Unit with Distinction, placing the unit in the top 10% of Army JROTC units worldwide. Also, one instructor was recognized as the Scotland County, NC, Veteran of the year and one instructor earned recognition as a SC State School Board Volunteer of the year and has also earned the Great Comebacks 2011 National Tony Snow Award for Public Service. Excellence in our CATE, Fine Arts, & Athletic programs was evident this year as well. We had several CATE completers; many CATE programs and students earned regional and state recognition and awards for excellence. Our Gold Rush dance team continued to enter many competitions and win a number of awards, band students placed in many regional and state competitions, and our chorus and art students continued to excel throughout the district and community. One football player represented the school in the U. S. Army All-American Football Game which was nationally televised on NBC, one male and one female athlete won Lower-state Championships in Track, and the Varsity Softball Team won the Lower-state Championship for the first time in the school's history. The results you see on this report card are directly related to the efforts of faculty & staff, students, parents, and the community. We will continue to focus on raising the expectations of all stakeholders, thus raising the performance of our school in all areas. At Marlboro County High School, "We are Making A Difference!"

Kenneth Lance Bowen, Principal Lt. Col. (Ret.) Justin F. Blum, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	184	121
Percent satisfied with learning environment	69.0%	37.2%	58.3%
Percent satisfied with social and physical environment	65.1%	50.3%	48.7%
Percent satisfied with school-home relations	63.4%	76.6%	57.1%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	No
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This school met 10 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	22.4%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	304	96.7	20.8	37.7	28.2	13.4	46.8	46.9	68.0	No	Yes
Male	160	98.1	27.0	39.5	23.0	10.5	41.4	41.9	63.1	N/A	N/A
Female	144	95.1	13.6	35.6	34.1	16.7	53.0	52.6	73.1	N/A	N/A
White	107	95.3	19.2	27.3	32.3	21.2	56.6	57.0	79.4	No	Yes
African American	181	98.3	21.6	43.3	25.7	9.4	41.5	41.4	51.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	13	84.6	18.2	45.5	36.4	N/A	36.4	36.4	66.4	I/S	I/S
Disabled	41	97.6	73.7	21.1	5.3	N/A	7.9	10.3	22.8	I/S	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	231	97.4	22.6	39.6	26.7	11.1	42.9	42.9	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	304	95.7	29.9	34.5	24.3	11.3	48.9	49.1	62.3	No	Yes
Male	160	96.9	31.6	37.5	21.1	9.9	44.7	45.1	61.4	N/A	N/A
Female	144	94.4	28.0	31.1	28.0	12.9	53.8	53.8	63.2	N/A	N/A
White	107	95.3	24.2	26.3	31.3	18.2	62.6	63.0	75.3	No	Yes
African American	181	96.7	33.9	38.6	19.9	7.6	40.9	40.9	42.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	13	84.6	18.2	54.5	27.3	N/A	45.5	45.5	64.1	I/S	I/S
Disabled	41	97.6	81.6	10.5	5.3	2.6	10.5	12.8	21.5	I/S	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	231	96.5	31.3	35.5	25.3	7.8	46.5	46.5	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	304	91.1	85.6	7.2	4.7	2.5	7.2	N/A	N/A	N/A	N/A
Male	160	90.0	81.3	7.6	6.3	4.9	11.1	N/A	N/A	N/A	N/A
Female	144	92.4	90.2	6.8	3.0	N/A	N/A	N/A	N/A	N/A	N/A
White	107	86.9	69.9	15.1	7.5	7.5	15.1	N/A	N/A	N/A	N/A
African American	181	93.9	94.1	3.5	2.4	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	13	92.3	91.7	N/A	8.3	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	41	78.0	93.8	N/A	6.3	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	231	90.9	89.0	4.8	3.8	2.4	6.2	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	318	95.3	23.4	42.8	23.4	10.3	49.0	49.3	65.9
	2011	304	96.7	20.8	37.7	28.2	13.4	46.8	46.9	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	318	97.2	33.8	37.2	20.9	8.1	41.6	42	62.3
	2011	304	95.7	29.9	34.5	24.3	11.3	48.9	49.1	62.3

* Adjusted to account for natural variation in performance.